***naachum yname ma na ump* --All of us moving forward**

The Campo Band of Mission Indians

36190 Church Road, Suite 1

Campo, California 91906

Absolute Priority 3-TRIBAL

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Project Narrative

Application for Planning Grant:

***naachum yname ma na ump* --All of us moving forward**

The Campo Band of Mission Indians (Kumeyaay)

36190 Church Road, Suite 1

Campo, California 91906

(Absolute Priority 3-TRIBAL)

Competitive Preference Point**: (1) Summary - Arts & Humanities**

We believe that it is critical to include a well-planned, sequential arts curriculum in our schools. The very areas our students fall short on in worldwide comparisons are areas intrinsic to the Arts & Humanities. The visual arts, more than any other curricular area, offer students an environment to explore choice and problem solve. As Jessica Davis, founder of Harvard Graduate School's Arts in Education Program states:

"To be worldly in the global economy of the next millennium is to have at least a requisite exposure to the arts."

Unfortunately, in California's dire economic crisis, the Arts have been relegated to the item of least consideration We propose supporting the school district's efforts to offer music at the middle grade level with implementation of a Peer-Docent program where middle grades students provide art lessons to their primary and secondary grade peers. Curricula created for a successful decade long parent docent program in a neighboring community has been donated by two local artists and training and mentorship will be done by our Project Director (B.A., Syracuse University, Fine Arts). We also envision Arts expansion at the Education Center on the Campo reservation (the Director is a working artist), and in all district pre-schools. Allowing students expanded

time for music, movement and art-increase exposure to the tactile, kinesthetic, auditory, creative experiences that are rudimentary, brain-friendly steps to reading and math success.

Skill Enhancement via the Arts include:

• Healthful expression of ideas and emotions

• The promotion of critical-thinking & problem-solving

• The promotion of self-esteem, imagination and intuition

• The promotion of multicultural understanding

The Arts enhance learning, which transfers across academic disciplines and on toward work and career. *We do not grow into creativity, we grow out of it—or rather, we are educated out of it* (Sir Kenneth Robinson). An educational focus on facts, memorization, and test taking, does not promote creativity and innovation. Exposure to the Arts & Humanities opens a child's world, and fosters greater understanding of all cultures. For children, works of art often act as *windows*- windows on other people, other places and other times- creating the ability to relate on an entirely new level to experiences separate from their own—an experience we feel to be of great benefit.

Competitive Preference Point**: (2) Summary: Comprehensive, Local, Early-learning Network**

As noted in our Project Design, young children are especially vulnerable to the negative effects of change, disruption, and uncertainty, which are characteristic of our proposed Promise Neighborhood. Developing children need reliable caregivers who offer

high predictability, or their brains develop adverse adaptive responses. When a baby feels stress, brain development slows down, hence inexperienced or unaware caregivers and chronic socioeconomic deprivation can create environments that undermine the development of self and the capacity for self-determination and self-efficacy (Jensen, 2009).

Opportunities to promote early childhood development and the initial creation of educational capital are vital across all groups in our Backcountry. We envision the creation of a collaborative and inclusive program where stakeholders, educators, and health specialists, work across a continuum of agencies, locally and regionally, to elevate skills and awareness in both our parent and pre-school staff populations- this is vital as our staff members are themselves parents and community members.

Our resources at San Diego State University and Southern Indian Health support working to increase awareness in this area. Our vision includes: (a) "Defying Geography" minimizing disparate geographic/social inhibitors to school attendance and parenting skills as outlined in our Section 427 opening paragraphs; as well as (b) Strengthening educational capital in the Tribal community through incorporating parental awareness and implementation of an model program based on the tenet's of EVEN START. Our goal is to illuminate the crucial developmental stage from birth to age three. Awareness centering on parenting responses and responsibilities include a focus on creating a safe environment and daily routines, the benefits of bonding, developmental stages in early childhood, nutrition, encouraging movement and creative play.

The framework for this program will incorporate Even Start principles, best practices from Harvard University's Center on the Developing Child, and the expertise of San Diego State University's Early Childhood Development and Child and Family Development programs.

(I) NEED FOR THE PROJECT

(A) Indicators of Distress

California has a current population of 37,253,956. More than 6 million are students attending a public school, which is 1.5 million more students than Texas, the state with the second highest general population. According to the 1990 federal *Geographic Cost of Education Index*, which reflects regional disparities in cost of living, California ranks 46th at $7,081 per pupil. This is well below the national average of $8,973 per pupil. In addition to being the nation's most populous state, California is also one of the most ethnically, culturally and linguistically diverse. Consistent with the federal National School Lunch Program, which provides free and reduced-price meals based on parent or guardian income, more than half of California's students reside in households of poverty. It is well known that poverty and lower levels of parent education correlate strongly with the breakdown of the family unit and with lower student performance, contributing to distress across communities and educational systems (EdSource.org, California's Students, 2011).

California is one of only four states having an American Indian population over 100,000. The population in these four states comprised 42 % of the total U.S. American Indian population, a population that is young- 39 % were under the age of 20- compared

with 29% of the Nation's total population, and growing. In the last two decades, the American Indian, Eskimo, and Aleut population grew rapidly. The 1990 US census counted 1,878,285 American Indians, 57,152 Eskimos, and 23,797 Aleuts.

The 2010 census data show California's population has doubled since 1970. Even though American Indian /Alaska Native appear to be a mere 1% of the population, a growing 21% of residents choose to self report race and ethnicity as "other" or "multiple"- with Californians self-reporting multiple race and identity at twice the national average. Many in this multiple race category reside in our Promise Neighborhood region. This change is evidenced in the 2010 US Census data, where reporting indicates an increase of 18.4% in Native population and a 32% increase in individuals who self report as "two or more races" (US Census, Population Change by Race, CA).

In 1990, 66% of the 1,080,000 American Indians 25 years old and over were high school graduates or higher, compared with only 56% in 1980. Despite the advances in the graduation and higher education rate the 1990 proportion was still below that for the total population of all other races combined at 75%. American Indians were also less likely than the entire U.S. population to have completed a bachelor's degree or higher. About 9% of American Indians completed a bachelor's degree or higher in 1990, compared with 20% for the total population.

Status dropout rates: 16-24-year-olds in the civilian, non-institutionalized population, by race/ethnicity: Selected years, 1980-2009						
Year	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
1980	14.1	11.4	19.1	35.2	--	--
1985	12.6	10.4	15.2	27.6	--	--
1990	12.1	9.0	13.2	32.4	4.9!	16.4!

1995	12.0	8.6	12.1	30.0	3.9	13.4!
1998	11.8	7.7	13.8	29.5	4.1	11.8
1999	11.2	7.3	12.6	28.6	4.3	++
2000	10.9	6.9	13.1	27.8	3.8	14.0
2001	10.7	7.3	10.9	27.0	3.6	13.1
2002	10.5	6.5	11.3	25.7	3.9	16.8
2003	9.9	6.3	10.9	23.5	3.9	15.0
2004	10.3	6.8	11.8	23.8	3.6	17.0
2005	9.4	6.0	10.4	22.4	2.9	14.0
2006	9.3	5.8	10.7	22.1	3.6	14.7
2007	8.7	5.3	8.4	21.4	6.1	19.3
2008	8.0	4.8	9.9	18.3	4.4	14.6
2009	8.1	5.2	9.3	17.6	3.4	13.2

Source: US Dept. of Education, National Center for Educational statistics, (2011) *The Condition of Education* 2011 (NCES 2011-033) Indicator 20.

The 1980 and 1990 censuses show that the poverty rate for American Indians has remained *considerably higher* than that of the total population. Further, the status drop out rate by family income quartile indicates that students whose families fall in the lowest and middle low quartiles, as in our Promise Neighborhood, experienced, during the nine years between 2000 and 2009, a median likelihood of 51% and 60% in relation to dropping out of school (NCES, 2011). Educational attainment directly correlates to both drop out rate and high unemployment, and subsequently life at a poverty-level existence.

While all children living in poverty experience a myriad of risk factors, social and emotional challenges, acute and chronic stressors, cognitive lags and health and safety issues (Jensen, 2009); this is incrementally increased in Tribal youth who reside in geographic isolation on reservations where persistent poverty has existed for well over six generations. Early childhood experiences under these circumstances often become focused on survival in the world as opposed to exploration of the world. This is in direct contrast to middle income children. Youth residing in poverty have less cognitive-rich opportunities than their peers. Print media is at a minimum while television is predominant. Households are inclined to be chaotic and unstable, with single parent

heads of households or extended family members providing the parent role. Single parenthood alone strains resource s and correlates directly with poor school attendance and lower grades.

American Indian children and youth are among the least understood and most underserved in our nation's schools (Robinson Zañartu, 2009). Among the insurmountable odds American Indian youth experience educationally are: a significantly higher rate of absenteeism from school, a significantly higher rate of suspensions and expulsions, sub-standard curriculum and alternative placement, which in sum, produce the highest dropout rate across subgroups. Developmental impacts impair students in early learning outcomes and contribute to: drastically higher rates of suicide, a propensity for a number of health issues, including obesity, diabetes, and HIV, and a much higher rate of alcohol, marijuana, tobacco and inhalant use than in the general population (The National Center for Educational Statistics, 2005; The Juvenile Justice Journal, 2005).

Additionally, the role government has played with respect to reservation life, as well as the effects of historical trauma, geographic isolation, and the demise of cultural values (Hilts Dissertation, 2009), seriously impedes the development and academic achievement of Tribal youth.

Mountain Health & Community Services, a community based health provider and project partner, has shared pertinent data with us in respect to this eastern region. Rates and prevalence for the following six measures: (1) diabetes deaths, (2) cardiovascular disease deaths, (3) breast cancer incidence, (4) pediatric asthma hospitalization, (5) generalized death rates and (6) unintentional injury death rates for the 0-19 population, in

our eastern region, all exceeded county averages by an average 17%. This suggests that the target population of our proposal, experience greater barriers to healthcare, and are less likely to utilize healthcare, while being exposed to greater exposure to health hazards. Most concerning is the fact that our communities *unintentional injury child death rate was 48% above* the countywide average (Nguyen, 2011).

Equally disconcerting are the levels of psychological distress drawn from data on the 2005 California Health Interview Survey, conducted by the University of California Los Angeles. Low-income respondents in the eastern San Diego Region were 37.7% higher in responding that they had "experienced psychological distress in the prior month" (2005, CHIS). Examination of other health indicators in the eastern sub-region indicate: the highest number of diabetes diagnosis with 20.7% of adults identified as obese, large numbers of adults noted a level of "absolute non- physical activity". Children were reported to have ADD-ADHD to the greatest degree in the county, and the largest percentage of teen's self-reporting high levels of alcohol use (including drinking multiple drinks in rapid succession; California Healthy Kids Surveys 2005-2009, MEUSD) as well as exploratory use of other substances (Nguyen, 2011; CHIS, 2005) fall within our region.

Another troubling phenomenon in Tribal communities deals with law enforcement and the criminal justice system. Quite simply, American Indian youth are over represented in the Juvenile Justice System. Violent crime rates in the San Diego Region have declined greatly since 1993, however this trend is not reflected in American Indian communities (SANDAG, 2010, Criminal Justice Bulletin). The *Relative Rate Index* is the method used by the Office of Juvenile Justice and Delinquency Prevention (OJJDP)

for assessing the degree of over or under- representation experienced by system-involved Youth of Color in comparison to White youth. According to the *Relative Rate Index*, American Indian youth are more likely than their white peers to be arrested, adjudicated and incarcerated. Their rate of recidivism is extremely high. Sentencing is disproportional in that Tribal youth receive more severe punitive sanctions--waiver to the adult system and out-of-home placement-- than their peers across races (National Council on Crime and Delinquency, Hartley, 2008). Of even greater concern is the fact that nationwide, the average rate of commitment for Tribal youth is almost twice (1.84 times) that of White youth. In fact in states with enough American Indian youth to facilitate comparisons, American Indian youth were committed to adult prison from 1.3 to 18.1 times that of Whites (Hartley, 2008).

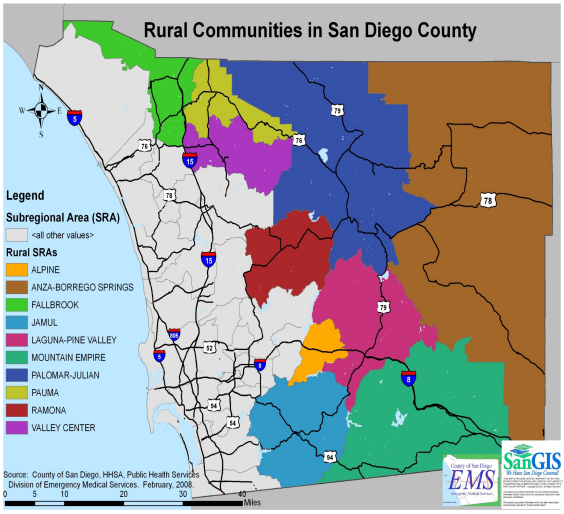
Further, the 2006 National Report on Juvenile Offenders and Victims, demonstrates that while the rate of juvenile violent crime arrests has consistently decreased since 1994, during this period of overall decline in juvenile violence, the *female* proportion of juvenile violent crime arrests has increased (especially for the crime of assault) marking an important change in the types of youth entering the juvenile justice system and in their programming needs. These factors confirm school level California Healthy Kids Survey (MEUSD, CHKS, 2007) data, and make prominent concerns regarding behavioral patterns in our female youth population. Juvenile violent crime timeframes make focusing attention on the critical afterschool hours a priority. Mountain Empire Unified School District (MEUSD) is receiving federal funds to implement district-wide After School Programs (ASES & ASSET) and the Campo Band, the

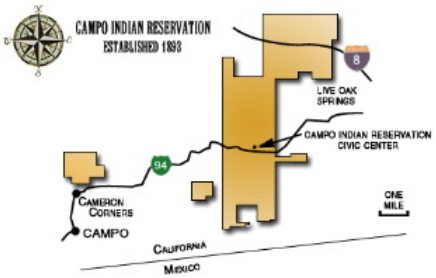
applicant, are focusing on revisions at their Tribal Education Center, which operates during after school hours.

Overall, these cumulative negative factors, which so many American Indian youth are influenced by, contribute to their estrangement from the educational system and the society that it represents. Disparities in detention add one more layer, subjecting more Native American youth to the negative impacts of system involvement and harmfully impacting the domains of development, potential, and educational and employment achievement over their lifespan. It is painful to hear Tribal youth in our proposed community concede that they are *much more likely to go to Jail than to College* (Counseling Sessions, MEUSD, 2008-2011).

(b) Demographics & Geographic Locale

Our Promise Neighborhood project, ***naachum yname ma na ump***, centers on the Campo reservation, in the southeastern, unincorporated region of San Diego County. The Campo Band of Mission Indians (Kumeyaay), who constitute the project applicants, number approximately 400 individuals. The Campo reservation, established in 1893, covers 15,010 acres in a rugged, isolated, fire-prone portion of our county. It is the most remote reservation in the region, where snow, black ice and fog are common in winter, and high winds, triple digit temperatures, and fire are frequent in summer.





Our Promise Neighborhood includes the unincorporated community of "Campo", encompassing the smaller locales of Cameron Corners and Lake Morena (Map: Lower right-hand corner of the green, Mountain Empire sub region). The US Census Bureau's demographic data indicate that there are 863 students, three years and older enrolled in school. Of the 2,045 adults in the community, 122 have less than a ninth grade education, 273 have a ninth to twelfth grade level with no diploma, 650 are high school/GED graduates, 650 have some college but no degree, 150 hold Associate's degrees and 124 have a Bachelor's degree.

A distinct culture exists in the Backcountry region, though one that is not defined by language or ethnicity (Nuygen, 2010, Application, UDS#091520). Many families in the communities have lived there for multiple generations. There are patterns of high alcohol use and levels of criminal activity, including methamphetamine labs and marijuana propagation that often go unmonitored. A desire for isolation is prominent among many residents, who also mistrust and are disconnected from social institutions, including their children's schools, social services and healthcare providers.

Over half the adult population indicated marital status as separated, and 141 households indicate a grandparent as caregiver. Disability status in the non-institutionalized population represents one fifth of the total population, with 3.4% of the population 5-20 years, 23.7% of the population 21-64 years, and 32.8% of the population 65 years and over disabled.

Data retrieved from California's Department of Economic Development, on August 20, 2011, indicate a statewide unemployment rate of 12.4%. Yet decade old census data for our Promise neighborhood, indicate that in a labor force population of 2,071, slightly over half, 1,188 individuals, were unemployed (2000, US Census, American Fact Finder, Campo, CA). Tribal members, if employed, tend to be underemployed or work part-time or in temporary positions. Tribal employment statistics indicate an urgent need for economic development and the corresponding educational skills in the 25-40 year old adult population. It is critical that we create the means to counter existing educational and job skill level across our Promise community.

(C) School Level Data: The Mountain Empire Unified School District (MEUSD) is the Lead Educational Agency (LEA) for students in the eight small communities in the unincorporated region of East County, known locally as the "Backcountry". The total enrollment for the 2010-2011 school year was just under 2,000 in grades Pre-12. MEUSD covers a geographic area of 650 square miles, in the southeastern corner of San Diego County. This mountainous rural district's administrative office is located approximately 37 miles east of a peri-urban center, El Cajon; individual schools may be as much as 60 miles from El Cajon. Its southernmost boundary is the US-Mexican border; its eastern boundary is Imperial County, and its northern boundary is the Laguna

Mountains. In addition to the Campo Band of Mission Indians (Kumeyaay), two more Kumeyaay Bands, La Posta and Manzanita, are within the jurisdiction of the school district and attend our Promise Neighborhood School-Campo Elementary. The district is further comprised of eight distinct communities; six of which have an elementary site and where are results will be replicated. There is one comprehensive high school, and a number of smaller, community-based alternative high school sites. The district is revising these sites due to current state Program Improvement (PI) sanctions.

During the 2010-2011 school year Mountain Empire High School (MEHS) had a Free and Reduced Lunch rate of 72.88%. Efforts to raise awareness of college attendance have begun to show an impact. The most recent graduating class (2011) at the comprehensive high school had 37 of 95 seniors complete the A-G requirements, (A-G courses are mandated for entry in a University of California or California State University); 16 of the 37 were students receiving FRL (MEHS internal data for TRIO application, 2011). Much work remains to be done, in 2009, 65% of seventh graders scored in the Basic, Below Basic, or Far Below Basic deciles in English Language Arts on the California Standardized Testing and Reporting (STAR); and 84% fell into the Basic, Below Basic, or Far Below Basic deciles on the Algebra 1 STAR assessment. The comprehensive middle school was closed at the end of the 2009-2010 school year, its fifth year in PI, and students now attend grades K-8 at the elementary campuses.

Our proposed partner school site, Campo Elementary, is the largest of the six elementary schools in the Mountain Empire Unified School District. Student population numbers have grown from 282 students in October 2005 to 390 students in the spring of 2011. Campo Elementary serves the Campo, LaPosta and Manzanita Indian Reservations

and the Campo, Lake Moreno and Cameron Corners communities in grades Kindergarten through eighth. There is a State Preschool on site serving children age's 3-Kindergarten. Currently there is 1 FTE school counselor and 1FTE school psychologist *for the entire district*. The number of qualified mental health professionals per the elementary site is:

School	Students Enrolled	Child-Adolescent Psychologists	School Counselor	School Psychologists	Social Workers	Other Mental Health Professionals
Campo	390	0 FTE	0 FTE	0.2 FTE	0 FTE	O FTE

(Zañartu, F., Practicum Counselor, NSCP, CDE data, 2011)

This lack of support staff is troubling, given the data on adult behavioral health as stated earlier, and the possible corresponding affect on student disciplinary actions in the 2009-2010 school year. Broadening the support available to students is a vital goal.

School	Students Enrolled	# Referrals for Disciplinary Reasons	Truancy Rate (# of truancies proportional to enrollment)	# of Suspensions (Drug or Violence related)
Campo Elementary	390	811	72.34%	28

(Zañartu, Felipe, Practicum Counselor, NSCP, CDE data, 2011)

Of the students at Campo Elementary in 2008, 11.48% are Native American (1.12% indicate Multiple/No Response), and 26.61% are Latino; 21% are students with disabilities; 51% are socioeconomically-disadvantaged (2009 SARC). In this region socioeconomically-disadvantaged means residing in households situated in locales of *rural poverty*. In rural areas there are more single-guardian households, and families often have less access to services, support for disabilities, and quality educational opportunities. Programs to encourage transition from welfare to work are problematic in remote rural areas, where job opportunities are few (Whitner, Gibbs, & Kusmin, 2003, in Jensen, 2009) and lack of transportation inhibits mobility. The closest Economic Development Department is in El Cajon, 60 miles from the center of the Campo Reservation and Cameron Corners. Only one bus transits the sub-region and the trip is

lengthy (4 hours); few people can currently afford vehicular trips due to the high cost of gasoline or the lack of an operational family vehicle. Family systems are often fractured due to incarceration, chemical and alcohol dependency, and undiagnosed mental conditions such as depression and anger disorders.

In the Campo community, one third of the population is school age children. Data spanning seven years- 2003-2009, on the California Healthy Kids Survey (CHKS) a comprehensive youth risk, behavior and resiliency data service, assessing students in grades 7, 9 and 11; indicated consistent trends in harmful behaviors (particularly among female students). Disciplinary data from the same timeframe indicate elevated referrals, suspensions, and expulsions for aggressive behaviors, yet the district had a lack of preventative or intervention services, despite having adequate service personnel. The most common approach to these factors was to move Native students to alternative education sites. The population at several of the district's sites is disproportionately comprised of Native students. During the 2010-2011 school year Campo High, a district run alternative site, housed 26 students, 11 of these students were Native American. Similarly, Cottonwood, the district's community day school, which houses students who have been expelled from school or who have had problems with attendance, behavior, or the judicial system, had four Native students in their population of nine (CBEDS, 2011).

Scores on the 2009 NAEP Reading measure for Grade 4 indicate: 5% Advanced, 18% Proficient, and 30% Basic; leaving over half the students at a level Below or Far Below Basic. Math scores for this group indicate: 5% Advanced, 25% Proficient, and 41% Basic. NAEP Math scores for Grade 8 indicate: 5% Advanced, 18% Proficient, and 36% Basic. Math score drop drastically as students move to the high school. The 2009 CST

Star test scores for ninth graders in Algebra 1 indicate 99% at a Basic, Below Basic or Far Below Basic; tenth grade indicates 93% at these levels, and eleventh grade indicates 97%. Scores in Reading measure for Campo Elementary eighth grade reflect: 2% Advanced, 20% Proficient, and 41% Basic (SARC, Campo Elementary, 2009).

(D) Conclusion: The San Diego region is home to 18 American Indian reservations represented by 17 Tribal Governments, the most in any county in our state (SANDAG). While casinos, gaming, and tribal investment diversification have offered a boost to native economies and promoted greater self-sufficiency for Indian people, policy makers and public institutions continue to ignore the basic human and civil rights of American Indian youth. This is apparent in our educational institutions and is of great concern across tribal communities locally, regionally and nationally. Educational attainment, which had risen substantially in the late 1990's, has flattened out in recent years. While high school graduation rates have increased locally there remains a paucity of students applying, attending or completing college.

Educational practices related to American Indian youth in our region warrant our immediate attention and reform efforts. American Indian youth are frequently marginalized, moved from comprehensive schools, graduate with less-than-rigorous courses of study, and fail to be equipped to proceed to post-secondary levels of education. Cultural and developmental need is often misdiagnosed as disability. These phenomena, coupled with schools that lack resources for prevention, intervention, supportive and connective programs, leave Tribal youth at a persistent disadvantage. Disconnected to school, "at-risk" for low achievement, over referred for special education services, their

ability to succeed is diminished. Tribal youth in our region are chronically underprepared to meet the challenges of the 21st century.

Despite great levels of need, California has seen $20,000,000,000 in cuts to schools and colleges in the past three years. Over 40,000 educators have been laid off. Vital support programs have been curtailed. Class size has soared. College tuition has more than doubled (CTA website). Our students suffer. Their quality of education and the prospects for their future are the collateral damages. If you are a Native American student these impacts are deleterious.

Our proposed project, ***naachum yname ma na ump***, is designed to address the gaps in quality service to all community members in the region, with a focus on tribal communities. Key objectives include the promotion of educational engagement, the implementation of culturally resonant curriculum and pedagogy, culturally responsive support measures, relationship building and developmental and wellness supports. Our efforts will facilitate outcomes, which result in strategies that have meaning and value to tribal communities and communities of poverty overall. The best practices created by our efforts will be replicated across the eight (8) local school communities and will be made available for dissemination to wider audiences.

II: PROJECT DESIGN

(a) Addressing Section 427

Building Inclusionary Practice: We foresee two barriers that have an affect on inclusive participation and have developed some strategic ideas to address this. The first age-related factor is reluctance to attend school events as evidenced by past practice of adults in the community. This may well be inherent in the older population of Tribal members due to personal negative educational practices and experiences. Estrangement has been an ongoing impediment to student success, particularly when elders are primary caregivers. This issue of reluctance effects both older family members participation in and support of students, and is reflected in student attendance patterns. Reviving cultural practice while acknowledging traditional worldview returns a focus on *connectedness*. Initial review of traditional learning/teaching practice will take place at Family Nights (Budget items #1 & #8) at the Tribal education center and will provide models to strengthen the need in current tribal communities for greater participation with institutions of education. Once this barrier is minimized we will include seminars that strengthen parent knowledge so that they can attend functions with the prerequisite knowledge of child development and a comprehension of educational systems.

Collaboration with people outside of family and Tribe demands time for critical relationship building. Fortunately our San Diego State University graduate students in School Psychology and School Counseling embody diversity and have been trained in cross-cultural awareness, culturally affirmative practices and collaboration. Students on last year's cohort represented Hmong, Vietnamese, Tribal (Dine´), Chilean, Latino and Caucasian ethnicities, several from recently immigrated families. Their strong

collaboration and outreach to students made a positive impact on cultural interactions at the high school. We will utilize the graduate cohort in both family interactions and staff development. Parents should feel more comfortable when they realize educational personnel are aware of ecosystemic assessment and intervention methodologies, are trained in culturally specific teacher consultation and are aware of indigenous resilience models.

To strengthen the cross-cultural capacity in the school-community overall, we plan to incorporate Arts & Humanities events spanning all cultures while creating opportunities that highlight the talents of both students and local residents (Kumeyaay Bird Singers, Latino Ballet Folkloria, Filipino Tinkling, etc.); promote health and wellness practices and offer the overall community an opportunity to enjoy interactive events at our school sites.

Past practices indicate similar issues of hesitancy to participate in our recent immigrant populations (primarily Latino) and in many of the low SES population as well. To encourage participation all outreach efforts at the Campo Elementary level will be presented in a bi-lingual format and we will develop "Parent Ambassadors" as navigational aides from our District Learner Advisory Council (DLAC) and our English Learner Advisory Council (ELAC). Connectedness and collaboration, modeled by parents, strengthens both our project and its outcomes for students. In order to further reinforce participation among our adult population we envision an *Intergenerational Brunch* where elementary students invite an elder to join them at school for food, the sharing of student-created stories and the strengthening of cross cultural understanding.

This activity with elders creates an additional level of support for our literacy effort and furthers family outreach efforts.

(427) Governance Structure: We have anticipated the need for a Steering Committee in the initial stages of our planning process whose role will be to review procedural strategies related to relationship building and stakeholder participation. Procedural guidelines emphasize: (a) Be a model of inclusiveness; (b) Identify and reach out to a range of key stakeholders early on; (c) Create realistic expectations and a timeline that reflect such; (d) Form or leverage groups to lead the outreach effort, identifying key individuals as " ambassadors" and " point people" (Creating Longitudinal Data Systems, Lessons Learned By Leading States, 2000).

(427) Engaging Reluctant Students: Elevating awareness of educational achievement and educational opportunities in our female students is critical. Too many of our female students become a parent prior to completion of their educational objectives. We will continue to engage our female students in career and college objectives through sharing the stories and challenges each female graduate student faced in their personal educational experience. We did this at the high school in 2010 by rotating all female students through an interactive seminar during their physical education period. Sharing stories is a powerful way to engage learning. We envision a similar project with our male population, led by a Latino graduate student using a California Department of Education curricula titled: *Encuentros: Hombre A Hombre* (CDE, 2000) encouraging young men to take an active role in creating their future. As students from various cultures hear stories with human similarities, it edifies understanding and they begin to see things from a

universal perspective. In all outreach as well as each overall program component, the paradigm: "All of us moving forward" will hold true to its name.

II. PROJECT DESIGN

(A) Quality of the Project Design (Narrative)

(B) Quality of the Project Services (Charts)

***naachum yname ma na ump*—All of us moving forward.**

"We cannot always build a future for our youth, but we can build our youth for the future."

Franklin D. Roosevelt

Building youth for the future has become imperative at this point in our Nation's history. We need to plan frameworks that map out the skills needed to survive and thrive in an increasingly complex yet inter-connected world (Trilling and Fadel, 2009). It is our responsibility as the adult community to make every effort to enrich experience and maximize *every* student's lifelong potential for success. Foremost in our planning objectives, after incorporating guidance from our Elders, will be outreach to tribal communities engaged in similar efforts at economic self-sufficiency and educational achievement. The corresponding input will guide us in solidifying strategies, assessing and coordinating programs and services, and identifying research models that add critical dimensions to our planning, or *visioning* process. Several models we are currently researching are the Humboldt-Del Norte P-16 Council, a collaborative of Humboldt State University and the College of the Redwoods, the Del Norte and Humboldt County Offices of Education and the Hoopa Valley people (ARCHES Project; CSBA, 2007); and the Lummi Tribal School in Washington state's Even Start, Literacy Program.

Design: Our plan will develop a sound program with a focus on 21st century learning outcomes. The comprehensive needs assessment as defined in the Promise Neighborhood grant guidelines will include sections related to: a) *Learning and Innovation Skills*-creativity and critical thinking; b) *Digital Literacy Skills*-information and media literacy; and c) *Career and Life Skills*- self-direction, flexibility and leadership. Each of these are critical components of 21st century learning.

Over-arching Project Goals
Goal 1: Create meaningful, sustainable economic, educational and environmental change in schools, families & students, to maximize *every* student's potential for lifelong success.
Goal 2: Utilize Native American and minority professionals at all stages of implementation to increase the paucity of role models currently found in local educational, economic and administrative systems- while including mentorship opportunities for adult community members at leadership levels.
Goal 3: Illuminate the rich cultural traditions represented across community and consider solutions that are based in past practices of Indigenous people worldwide— this is termed 'practice- based evidence' in Indian Country.

(1) Continuum of Solutions

Our initial outline for a continuum of solutions utilizes research outcomes, action steps, and breaks groupings into levels, identified by evidence-based practitioner Robert Marzano, 2003, *What Works in Schools: Translating Research into Action.*

Continuum of Solutions			**Level of Affect**			**Domain**	
Program Targets	**Student Level**	**Parent Level**	**Community Level**	**Teacher Level**	**School Level**	**DEV**	**ED**
1(a) Resilience	X	X	X	X	X	X	X
1 (b) Leadership/Staff Development				X	X	X	X
1 (c) Early Childhood Education: Pre-Primary	X	X	X	X	X	X	X
1 (d) Parent Engagement	X	X	X	X	X	X	X
1 (e) Academic Achievement	X	X	X	X	X		X

(Secondary-HS) Technical/College							
1 (f) Health & Safety (Wellness Work)	X	X	X			X	

(1)(a) Focus on Resilience Often, a school, or family's responsiveness to student need seems less like the well-honed, carefully considered steps of surgery and more like immediate, roadside, triage. Fortunately for us, our 'patients' are amazing examples of resilience. In his foreword to Vine DeLoria's *Power and Place: Indian Education In America*, Daniel Wildcat states, *"…we, as Indians, are still such a problem for American's dominant social institutions-for example, religion, politics, education, economics, and so on. In short, we do not fit comfortably or conveniently within Western civilization. This is not a regret. It is an affirmation—a living testimony to the resilience of American Indian cultures."* One need only work in a school with Native youth to attest to this fact. In spite of intergenerational trauma, or the "soul wound" (Duran, 2006), which leaves Native youth predisposed to emotional dysfunction, diminished self-esteem, depression, and a sense of powerlessness-- they remain creative, humorous and vital young people.

Promoting resilience is not a new concept in native communities; it has long been a traditional practice (HeavyRunner and Morris, *Traditional Native Culture & Resilience*). Restoring attention to the promotion of resilience, across school levels, as well as community and family levels, is integral to our project outcomes.

The integration of cultural and social perspectives into curriculum [merging a seminar on Native Sovereignty into 11th grade US History courses being an example] elevates relevancy and connection, advancing resilience and acknowledging student's

vital ethnic identities (Banks, 1988). We cannot overstate the importance of including, supporting and honoring traditional culture and the resilience strengthening effect on Native youth. Practice not policy makes the difference in students' lives. As Cindy LaMar, National Indian Education Association past president stated in her 2004 address to Congress *"If the sheer number of laws on the books made a difference, all Indian students would have doctoral degrees."* Few do. Fortunately, tribal entities have been recognized as priorities for the Promise Neighborhood Program. We hope to be chosen and begin the practices that bring about long-needed change.

(1)(b) Staff Development The California Department of Education (CDE) believes that the teacher is at the heart of student academic success and therefore key to closing the achievement gap between poor and minority students and their more affluent peers. Teachers who are appropriately credentialed, have a deep understanding of the content they teach, and have been trained in a variety of instructional strategies are in the best position to aid California students in reaching academic proficiency. Curricula under consideration promote knowledge of the diverse student identities in our district. A prominent goal is increasing staff understanding of antecedents to student behaviors, emphasizing the overwhelming challenges that undermine good school performance in students of poverty as opposed to their more affluent peers (Jensen 2009).

OUTCOME 1: **Increased Staff Development** **Develop greater understanding across all levels of staff in relation to:** **Developmental Domains, Resiliency, Response-to-Intervention, and Brain-based Learning**
Objectives: (a) Create a school climate that utilizes Positive Behavioral Supports and Response to Intervention *recognizing and building* on student strengths. (b) Foster understanding in predominantly middle class staff members, that student difference does not equate to disability, and provide support strategies for student stressors as a result of low SES household environments.
Indicators: Table 2 measures: (a) Assessment/student self-report on school climate, particularly

perception of school safety and ATOD use in youth.
(b) Greater use of positive school-based/classroom-based interventions; (c) Reduced referral and suspension data; and d) Staff development devoted to creating a RTI model, and use of that model, in classrooms, including special education classrooms.

Suggested Resources include: *Teaching with Poverty in Mind: What Poverty Does to Kid's Brains & What Schools Can Do About It,* Eric Jensen; *Developing Schoolwide Programs to Prevent & Manage Problem Behaviors,* Lane, Kalberg & Menzies; The *Seventh Generation*, Bergstrom, Cleary & Peacock; *What Works in Schools: Translating Research Into Action,* Robert Marzano; *Beyond the RTI Pyramid: Solutions for the First Years of Implementation*, William Bender; *Healing the Soul Wound*, Eduardo Duran; *Reclaiming Youth at Risk*, Brendtro, Brokenleg & Van Brockern.

(1)(c) Early Childhood: Young children are especially vulnerable to the negative effects of change, disruption, and uncertainty, which are characteristic of our proposed Promise Neighborhood. Developing children need reliable caregivers who offer high predictability, or their brains develop adverse adaptive responses. Chronic socioeconomic deprivation can create environments that undermine the development of self and the capacity for self-determination and self-efficacy (Jensen, 2009). Such cognitive impairments become immediately apparent when students enter the formal educational system. High-quality early learning experiences provided by skilled early childhood educators can only partially mediate many of these affects. Opportunities to promote early childhood development and the initial creation of educational capital are vital across all groups in our Backcountry. We propose a focus on an Even Start model, to emphasize the critical importance of the birth to age three-time span, as referenced in our competitive preference point abstract.

Studies of risk and resilience have shown that family income correlates significantly to children's academic success, especially during the pre-school,

kindergarten, and primary years (van Ijendoorn, Vereijken, Bakermans-Kranenburg, & Riksen-Walraven, 2004 in Jensen). Issues including transportation, childcare and healthcare (Budget item #3, 10) result in frequent absenteeism, one of the strongest predictors of school dropout rates. Our vision includes: (a) "Defying Geography" minimizing disparate geographic/social inhibitors to school attendance and parental involvement as outlined in our Section 427 opening paragraphs; as well as strengthening educational capital in the Tribal community through incorporating (b) **Even Start** program components focusing on birth to age three, and including family literacy projects that integrate early childhood education, parenting education, and interactive parent and child literacy activities; as referenced in the Hoopa Valley Tribal program.

The Mountain Empire Unified School District is currently reorganizing and re-staffing their Head Start preschools, which will be located on elementary sites across the district and at the Tribal Education Center on the Campo reservation. Current Tribal Education Center Director Tom Ward, who will act as Educational Director for our project as well (Budget item #1); oversees the Pre-school, the After School Program, Family Nights, GED need, and collaborates on adult education areas such as the current Disaster Preparedness and Community Emergency Response Team (CERT) programs. We will work closely with the preschool sites and they will become data collection points for our formative assessment efforts (Budget item #4). We will further investigate the benefits of a two-year kindergarten program or alignment of the programs curricula maps with our preschool program. A model for this program exists at the Early Childhood Campus of the neighboring Alpine Union School District and has shown promising results by offering extended time for developing and strengthening children's social

capacity while connecting learning to creative play, arts and movement (APPENDICES: F: Dotts, 2008).

We also hope to establish a higher level of specialized training, and greater cultural knowledge in the staffs of the district preschool sites. Key objectives of our proposal include: (a) Strengthening early childhood experiences in the universal population; (b) The creation of a collaborative and inclusive process where stakeholders and policy proponents work across a continuum of agencies, locally and regionally to elevate parent skills and awareness; and (c) The critical engagement/healing of families who may be unaware, mistrusting, and unengaged with education, with an emphasis on recent immigrants and traditional tribal communities (Section 427). Critically engaging communities and promoting academic achievement are integral to off-setting the acute probability that our students will experience *downward economic mobility*, in the globalized, 21st century economy.

OUTCOME 2: Improved Early Learning Experiences **Strengthen early-childhood learning by researching various models, while engaging and educating parents regarding developmental needs and developmental impacts that increase safe, stable, predictable environments for young children.**
Objectives: (a) Strengthen early-childhood learning through expanded staff development; (b) Explore the Even Start model in the Tribal community to elevate parents' knowledge regarding developmental needs and developmental impacts; (c) Create a focus on the critical developmental needs from birth to three years of age.
Indicators: Table 1 measures: (a) Number of children attending pre-school; (b) Children ages 2-5 who exhibit age appropriate functioning across multiple domains of early leaning (determined with authentic assessment/culturally appropriate assessment tools: SDSU). Additional measures: (c) Reading surveys (person-to-person interaction); (d) Rates of attendance at Even Start seminars; (e) Rates of participation in staff development seminars.

Suggested Resources Include: Existing partnership with the San Diego State University's (SDSU) Native American Collaborators Project (NACP). Expanding partnerships with

SDSU Early Childhood Development, expertise and graduate level practitioners. Seminar/Coaching from Alpine Union School District Early Childhood Campus, L.Dotts, *Two Year Developmental Kindergarten*; Hoopa Valley Tribal Even Start Program, Lummi Tribal Literacy Program; Resources from Harvard University's Center on the Developing Child.

(1) (d) Parent Engagement: Strong collaborative and comprehensive home-school relationships foster higher school achievement--achieving such strong alliances, especially in Native American communities, challenges old paradigms as well as old methods (Robinson-Zanãrtu, 2007). Parents are often reluctant to participate in schools where memories of devastating educational practices and impacts to self-determination remain vivid. Public Law 83-280, commonly referred to as Public Law 280, was a transfer of legal authority (jurisdiction) from the federal government to state governments, which significantly changed the division of legal authority among tribal, federal, and state governments Public Law 280 created numerous obstacles to individual Tribal Nations in their development of tribal criminal justice systems, Indian self-determination and tribal self-government (Melton and Gardner). Following enactment of Public Law 280 enacted in 1953, far too many current tribal members experienced its emphasis on terminating Indian Nations as an attempt to assimilate their members into the dominant society. One member of the Campo band, Mike Connolly Miskwish, writes of this time: *"County agencies, linked with the school districts, sought to remove Indian children from their homes and adopt them out. Many parents had no knowledge of their legal rights and many did not even speak English. Children would go to school and not return. The County excused their actions by pointing to the poverty and substandard housing on the Reservation as justification for removing the children***."** (Campo website:

Kumeyaay Nation, History). Thus it becomes imperative the educators and service providers be trained in culturally relevant paradigms.

We are extremely fortunate and our capacity is greatly enhanced by an existing project partner, Southern Indian Health Council (SIHC), who is an innovative leader in the health and behavioral health fields. SIHS serves in a manner that is consistent with American Indian values and traditions and is focused on providing comprehensive, coordinated services that are client friendly, affordable, and emphasize access to preventative and high quality care. Southern Indian Health's mission is to provide, promote, and coordinate the health care needs of American Indians and Non-American Indian people in the program service area (SIHC: *Good Medicine Is Our Tradition*), which includes our Promise Neighborhood community as well as the Campo Reservation. Southern Indian Health has an existing relationship with our students and families, however transportation issues preclude maximizing their services (Budget item #3,10; Letter, Dr. L. Altamirano). Working together we hope to strengthen salient bridges between health and wellness, community and school, while increasing the number of parents who regularly access needed services for both themselves and their children. The programs they offer include: Behavioral Health, Substance Abuse, and Family Prevention & Intervention Programs, in addition to medical and dental services.

As partners we can integrate culturally appropriate interventions into the Educational Center and school settings to support increased resiliency. SIHC is not a tribal-members-only entity, thus the broad application of these practices into the school community improves the social/emotional health of students. Our challenge is getting families to utilize services. Due to the levels of estrangement previously mentioned

coupled with high cost of gas, $4.09.9 per gallon of regular at the current time, and the paucity of operational vehicles across the community, we have, (Budget item #10), included funds for a van to transport parents and students to school and community events and critical behavioral health appointments and services (Letters, SIHC, Altamirano).

OUTCOME 3: Empower & Engage Parents. **Parents become advocates for education across the community and utilize support programs and services available to their student.**
Objectives: (a) Strengthening parental involvement and responsibility toward school; (b) Strengthen parental understanding of developmental needs and developmental impacts, which increase safe, stable, predictable environments for children; (c) Increase literacy, attendance and elevate course taking patterns in middle grade and high school students; (d) Increase rates of parental participation.
Indicators: Table 1 measures: (a) Number of students at or above grade level on state assessments; (b) Number of parents attending community outreach seminars on school engagement and parent-teacher conferences; (c) Elevated patterns of course selection (A-G) in high school; (d) Graduation rates from comprehensive high school; and (e) Student mobility rate (CBED data).

Suggested Resources Include: *Educating the Whole Child: The New Learning Compact; Community Conversations Project*, ASCD; *Community Schools: Promoting Student Success, A Rationale & Results Framework*, Coalition for Community Schools.

(1)(e) Student Engagement: Building rigor and relevance are key components to effective educational reform. Research conducted in the youth development field supports the value of youth voice, leadership, and decision-making for adults, organizations, *and* young people. In fact, a study by the University of Wisconsin-Madison and the Innovation Center for Community and Youth Development, states that there are a number of effects young people can have on adults and organizations when included in decision-making roles (Learn & Serve America, 2010, Youth Voice). Overall,

findings indicate that when adults perceive youth as competent, engaged, and critical to the organization--the level of adult commitment to the organization increases resulting in a stronger more effective organization. Thus, positive, effective student engagement augments adult engagement.

As mentioned earlier, we will explore evidence-based programs that result in the 21st century skills of: a) *Learning and Innovation Skills*-creativity and critical thinking; b) *Digital Literacy Skills*-information and media literacy; and c) *Career and Life Skills*- self-direction, flexibility and leadership. One manner of promoting these skills will be through Service Learning and Place-based/Project-based learning modalities inherent in Character Education. These strategies will be infused into curriculum at our school site to increase student engagement. Research supports the significance of connecting classroom instruction to authentic experience outside the classroom. Engagement and critical thinking emerge when students apply newly learned concepts with existing knowledge in 'real world' situations. These activities also support intellectual development and strengthen collaborative and communication skills as student teams have 'voice' in selecting and designing their project. We are hopeful authentic learning in this sense will promote competence and self-motivation across community.

(1)(f) Non-profit Partners: We are fortunate to have two environmental groups who are working together, both sharing a commitment to conservation and to our greatest natural resource: *our youth*. They are the Back Country Land Trust of San Diego County a 501(c) 3 conservation non-profit and the Kumeyaay Diegueno Land Conservancy, a conservancy that assists in the preservation and protection of former tribal use areas and sacred sites, including our ocean. *The Backcountry Land Trust Board of Directors has*

generously contributed our project fiscal match. They are ready to begin expansion of existing STEM (Science, Technology, Engineering & Math) projects in neighboring Alpine, and launch new projects with students on historic and cultural holdings in our Promise Neighborhood locale. Projects will be "place-based" to engage youth, and we will merge biologists, entomologists, geologists, archaeologists, and other western scientists, with tribal scientists, expanding familiarity across student populations with multiple ways of *knowing* and *doing* Science. Projects currently outlined include restoring and enhancing natural habitats, furthering species inventories for management plans, Google Earth mapping, and monitoring pollinator presence for threatened species. (Budget item #3, Fieldtrips).

Our plans concentrate at an early childhood and K-8 level initially, as we need to produce students with educational abilities suitable for successful experiences with secondary and post secondary education. We propose following a fifth grade cohort through sophomore year if chosen for an Implementation grant. In the first years of implementation we will begin to introduce much-needed changes at the high school to reflect the level of rigor required for 21st century learning. Addressing behavioral challenges in the elementary years will allow a greater focus on learning, and our students will be better prepared to excel in high school. Parallel efforts at Mountain Empire High School will focus on an enhanced Regional Occupational Program (ROP) that reflects relevant business opportunities in the region, the institution of a district-wide Career Faire, utilization of software for career exploration, the creation of 4-year plans, and Parent Information nights on topics such as SAT's, FAFSA, and the college application processes.

To engage adults and create skill-building opportunities, the Education Center on the Campo reservation is exploring a Fire Science and Wildlands Academy as well as a Emergency Management program that would provide the entire community local access to gaining a degree at an Associate's level.

Peer-to-Peer Programs: We agree with NY Times contributor James Traub, who promotes: *We should teach ethical and collaborative decision making and problem-solving to empower students to change dysfunctional systems and communities. This teaches them that problem solving is not the sole responsibility of one leader or group, but of a whole community working together* (James Traub, Ed Week, 2007). Collaborative problem solving within community is an outcome we wish to elevate. The principal at Campo Elementary, project partner Bryan Farmer, envisions utilizing middle grade students (grades 6 to 8) in peer-to-peer programs supporting secondary students (grades 3 to 5) and in strengthening an existing Associated Student Body at the middle grades level. Our work in training Peer Helpers will follow the Search Institute's resiliency based, 40 developmental assets framework, an is titled: An Asset Builder's Guide to Training Peer Helpers (Search Institute, 2003). Student benefits reflected in 32 years of asset building effort and research, and spread across eight broad areas of human development have the power to promote positive behaviors as well as counter the high incidence of deficit behaviors indicated in our Need Narrative School Data section.

Offering students engagement and voice in curriculum, supporting students with a positive rather than punitive behavior management plan, supporting enhanced skill-levels of staff and reaching out and *listening* to parent's perspective combine to create synergy

necessary for success. Increased exposure to positive, supportive adults, inclusionary practices and a safe, caring environment will empower students toward both personal and academic success—expanding their capacity to dream and aspire beyond the current underemployment and unemployment of our community.

OUTCOME 4: Increase Student Engagement With Learning **Inspire students to become creative, collaborative, critical thinkers who apply skills to content knowledge.**
Objectives: Empower Students to Become Active, Engaged Learners
Indicators: Table 1 measures: a) Number of students at or above grade level on state assessments; (b) Increased rates of attendance; (c) Referral & Suspension data; (d) Number of service learning projects completed; (e) Graduation rates from comprehensive high school; and (f) Student mobility rate (CBEDS data).

Suggested Resources Include: Arts: *a la carte´ARTZ* Visual Arts curriculum, Pierce & Zanot. Place-Based STEM Projects: *Tending the Wild: Native American Knowledge and the Management of California's Natural Resource*, M. Kat Anderson; *The Autobiography of Delfina Cuero-An Account of Her Last Years & Her Ethnobotanic Contributions,* Florence Connolly Shipek; (note: many of our students are related to this Kumeyaay Medicine Woman); *Ignite the Sparkle: An Indigenous Science Education Model*, Gregory Cajete; *A Peoples Ecology: Explorations in Sustainable Living*, Gregory Cajete. Student Supports: *Owning Up Curriculum-Empowering Adolescents to Confront Social Cruelty, Bullying & Injustice*, R. Wiseman; *Teaching Character in the Teenage Years*, Boshamer, Broome, Henley & Mordaszewski; The Search Institute's: *An Asset Builder's Guide to Training Peer Helpers*; *21st Century Skills: Learning for Life in Our Times*, Trilling & Fadel; Edvantia's Next Steps: Research & Practice to Advance Indian Education.

(1)(f) Wellness as a Critical Focus: We are convinced that our project is both well timed and well positioned to navigate and coordinate the services necessary to impact challenges to Backcountry residents. We recognize that wellness work is a much-needed component if we are to be successful in any of our endeavors. Attendance at the *25th Annual Indians In Sobriety* event allowed us to identify resources to supplement Southern

Indian Health in providing support to families and children in families suffering from addiction. Additionally the school district currently has funding from a grant focused on Wellness through a Health and Human Services (CPPIO Healthy Works) grant. The Wellness Coordinator is a committed member of our community of practice. We need to work closely with all stakeholders to address Wellness and its affect from a *whole child-whole community* perspective.

Outcome 5: Promotion of Health & Wellness **Engage all community in the active process of becoming aware of and making choices toward a more successful existence- mentally, physically & spiritually.**
Objectives: Expand awareness of diet and fitness to reduce chronic disease risk factors in the community.
Indicators: Table 1 Measure: (a) Number and percentage of children birth to K, who have a place they go, other than an emergency room Table 2 Measures: (b) Number and percentage of children who participate in at least 60 minutes of exercise daily (c) Number and percentage of children who consume five or more fruits and vegetables daily **Additional measure:** (d) Referrals and Suspension data related to ATOD use (e) Number of families connecting to traditional spiritual & cultural practice

Community Of Practice: Our needs assessment will certainly highlight the critical component of implementing educational attainment across community members as a whole, with focal points on both youth and their older family members. The largest employers in the region are the School District, the Camp Band's Golden Acorn Casino and the US Border Patrol. Both the Chairwoman and the Vice-Chairwoman are working diligently on economic development plans that would create and diversify employment opportunities in the region. Elevating school rigor and school achievement levels become a priority so that upcoming job opportunities may be filled from an eligible pool of Backcountry residents. In this sense, it also becomes vital to work with regional and state entities to bring adult job training and skill building centers closer to the region. The closest Economic Development Center is more than 60 miles from the center of the

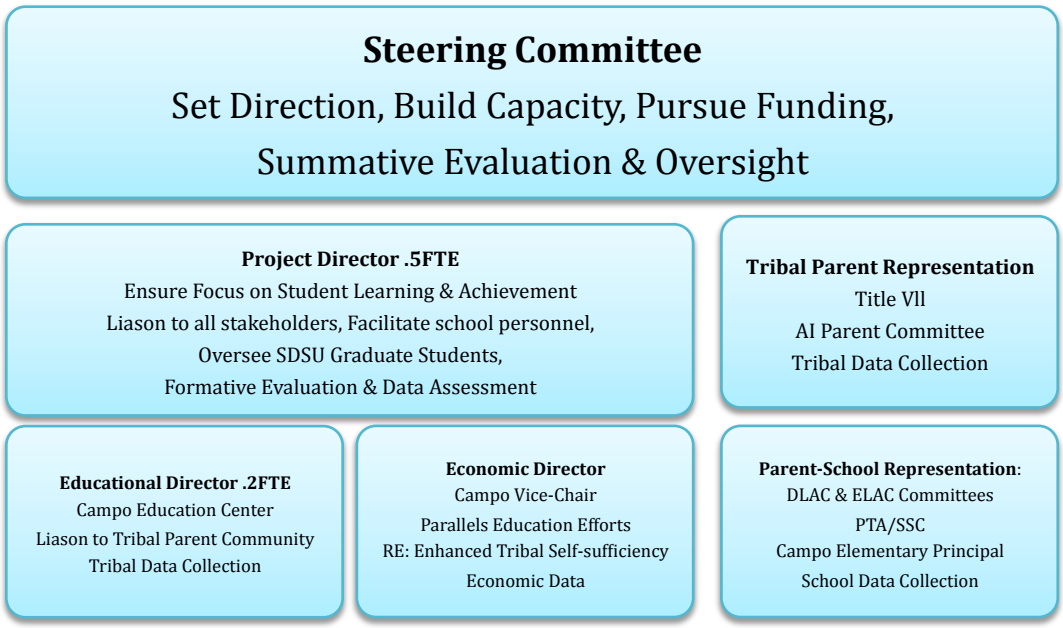
Campo community. Public transportation, via current rural bus routes, takes greater than 4 hours. Our county Supervisor, Dianne Jacobs is working on revitalization plans for the underemployed Backcountry, including a committee addressing the transportation challenges that was initiated by the Southern California Tribal Chairmen's Association (APPENDICES: F: Jacob Letter). We also have a partnership with the Alpine Mountain Empire Chamber of Commerce, whose mission statement parallels our goals: *To advance the commercial, industrial, civic, agricultural and general interest and prosperity of the community of Alpine and the surrounding Backcountry.* The Chamber of Commerce will provide guest speakers on career, internships and job shadowing opportunities, and offers mini-grants to encourage such programs.

An overwhelming 75 percent of California's schools are in Program Improvement (CDE). There is little state support fiscally or in terms of services and outreach to support school improvement efforts. Further funding cuts to Health & Human Services, National Forests Programs, and Education will impact essential services across our community. Funding to develop and sustain effective practice is paramount at this point in time as the community focuses on economic development and the improved education of potential employees. We feel most fortunate to have a vital mass of committed individuals to move our project forward. We have a strong opportunity to coalesce human capital to achieve results. We have a committed Student Services Director, Counselor and Principal at our school site (APPENDICES: F). We have a Tribe focused and engaged in greater self-sufficiency. We have both business partners and non-profit groups willing to support our students and two health providers to ensure Wellness work is addressed. We are exceptionally fortunate to have had a strong partnership with San Diego State

University. Building upon this partnership offers resources and strategies, which will advance our outcomes and strengthen our success.

(III) MANAGEMENT PLAN

Collaborative efforts to this point have been primarily at the Tribal and School levels. Minor modifications to this management plan are likely, after presentation to and input from, a broader segment of our Backcountry community. Our proposed management team for the planning phase is reflected below.



The Steering Committee will be the governing entity for the Planning year. The Steering Committee's vital functions include assisting in building capacity, disseminating our project to the overall community, identifying additional funding, evaluation and oversight. They will also be responsible for finalization of action plans, identifying benchmarks, and creating a project timeline; we project quarterly meetings for this entity. Members will reflect the diversity of the Backcountry and one third of the members will

be elected officials. We propose that the committee members include: (1) Campo Elementary School Site Council Representative; (1) Title VII, American Indian Parent Committee Chair; (1) Mountain Empire Unified School District Trustee; (1) The Campo Band Vice-Chairperson; (1) Campo Elementary School Principal; (1) *naachum yname ma na ump* Project Director; (1) District English Language Learner Advisory Committee Parent; and (1) Representative from Southern Indian Health Council. Adjunct members will include the Tribal Chairwoman- Monique LaChappa, our San Diego State University Native Scholars Collaborative Project Director-Carol Robinson Zañartu.

We realize that clearly defined responsibilities, staff with experience in areas of outcome, and the provision of services within established timelines and budget, are foundational pieces in the design of the management plan. The Project Director and Education and Economic Directors have been identified as individuals with the experience to ensure coordination of efforts toward these practices. They will meet bi-monthly to coordinate efforts. Their duties would include program review, formative assessment, monitoring project output, and the coordination of project activities with programmatic endeavors. We propose two directors, an Educational Director and an Economic Director. The Educational Director, **Tom Ward, B.A**., (.2 FTE, Budget item #1) manages the Campo Indian Education Program and coordinates all educational activities, pre-school to adult, for the Campo Tribe. Mr. Ward, a native of Wyoming, is a graduate of the University of Wyoming. He has worked for the Manzanita Kumeyaay Nation, Southern Indian Health Council and the Campo Band of Mission Indians. Tom strengthens our capacity with the Manzanita Band whose children attend our Promise Neighborhood School. He also beings experience in adult education through his work

with the TANF program focusing on budgeting, GED acquisition, computer skills, office skills, and life skills classes. He will spend approximately 8 hours a week on project components. We have also included skill training for two **Education Center After-School Staff** (. FTE, Budget item #1) members that work under Mr. Ward in our proposed budget. These staff members will continue to support the Education Center, while branching out to work closely with the Project facilitator on activities at the Campo Elementary site, (Budget items: #1, #4, #11) including data collection and evaluation. This builds capacity at the Education center, enhances skill sets, and bridges our partner school, Campo Elementary with the Tribal Education Center.

Honorable, Vice Chairwoman, Michelle Cuero of the Campo Band of Kumeyaay Indians is our Economic Director, and as such is our liaison to the Tribal Council and our link to Economic endeavors. Ms. Cuero was formerly a Head Start teacher, is passionate about supporting future generations and holds educational achievement as a vital component of tribal self-sufficiency. Her dedication to education highlighted the need for adequately prepared individuals as future employees. Her economic efforts will parallel our educational efforts, keeping outcomes linked to expanded career opportunities (In-kind contribution .2 FTE; APPENDICES: B).

The Project Director, **Ann Pierce, M.A., PPS,** (.5 FTE, Budget item #6) will coordinate and facilitate efforts of the school district administration and staff. Her duties also include coordinating parent and community focus groups, off-site learning for the students of Campo elementary in the STEM sciences, organizing staff development, and recruiting Seminar speakers to present evidence based models. She is vested in this

project as its *first-time federal grant writer*, and is currently a school counselor in the Mountain Empire Unified School District (APPENDICES: B). She also attends the monthly *Mountain Empire Collaborative* (APENDICES:F) meetings and works closely with collaborative members including San Diego Youth Services, Mountain Health, and Southern Indian Health Council. Ms. Pierce is the site fieldwork advisor for San Diego State University, meeting weekly with the graduate students in School Counseling and School Psychology who will be working in our Promise Neighborhood School, Campo Elementary. She holds a Masters Degree in School Counseling and a Pupil Personnel Services credential. As Projector Director, Mrs. Pierce will assume the responsibility of assessing "agency silos" and determining levels of local infrastructure and existing grants, and coordinate the needs assessment and longitudinal data system; former grant partner West Ed and the San Diego County Office of Education have offered her support.

The Project Director, the Educational Director, and the Economic Director are receptive to mentoring an intern or assistant, expanding capacity within our adult community. This becomes a critical component of sustainability, allowing expansion of adult skills sets in the 20-year-old to 50-year-old segment of the community. Further opportunity to integrate community members will be offered through Working Groups that will convene to address project specific issues as they arise, as well as through the PTA and Title Vll (monthly meetings); or the DLAC and ELAC committees (which meet quarterly).

San Diego State University (SDSU) ranks among the nation's Best National Universities (U.S. News & World Report's America's Best Colleges 2009 Guide) the

university has recently contacted rural districts with offers of support. We propose further investigation of these prospects for support in child and family development, school-based interventions, resiliency, youth empowerment, and technology-based learning and performance support systems. **San Diego State's Native American Collaborators Project (NASCP)** has been supporting Mt Empire Middle and High School students since 2005. This projects teams graduate level students in both school psychology and school counseling at field sites with Native populations. SDSU's School Psychology Program is an intensive, four-year program, which culminates in an Educational Specialist degree in School Psychology with a Pupil Personnel Services credential. The School-Counseling Program follows the American School Counseling Association (ASCA) National model—it is a two-year degree with a Pupil Personnel Services credential, focused on a comprehensive, data-driven, framework emphasizing leadership, advocacy and systemic change. Our graduate students are extremely well trained and are a vital support in our district with only 2FTE counselors.

Our adjunct committee member **Carol Robinson-Zanãrtu, Ph.D.**, brings an impressive level of expertise to our team (APPENDICES: B). Dr. Robinson-Zañartu (1981, University of Pittsburgh) chaired the SDSU Department of Counseling and School Psychology for 16 years, providing leadership for a faculty of 50 and managing an annual budget of $1.3K. She has directed, served as project associate, or evaluator for twelve federally funded personnel preparation projects working with diverse graduate students and learners. She brings essential leadership, administrative, budget management, program development, mentoring, and culturally relevant experience to the project (Budget item #6).

We are also fortunate to have collaborator **Marilyn Robinson, M.A.** on our team. Marilyn Robinson, Professor of Counseling Psychology, CSPP; Tribal Affiliation: *Cayuga*, *Six Nations*), has an extensive relationship with the Campo Tribe and is well respected in the community. Marilyn Robinson is an accomplished teacher, counselor, community services director and provider, and an elder. She is former Professor of Indian Studies and Sociology at SDSU and brings over 30 years experience working in the Native American communities of San Diego, she has served as Project Director at Southern Indian Health Council, Program Coordinator at Indian Human Resource Center, and Director of Human Resources at Sycuan Band of Kumeyaay Indians. Mrs. Robinson will facilitate focus groups and assist in relationships with tribal elders as we move toward elevated levels of educational achievement (Budget item #6).

Communities of Practice: What we have learned, definitively, is that relationship building is imperative in all our Backcountry communities. Inclusionary measures and taking our time to establish a *trusted* relationship are prerequisite to effective practice. We have adequate physical resources with which to advance our goals, and sound human capital in terms of leadership and direction; the challenge lies in reaching and drawing in our parent population. We feel confident that with an honest, forthright approach, and with the expertise of our project partners, we can successfully expand parent and community support, a factor that has been difficult for the school district to accomplish. Numerous focus groups and time to *listen* to families will supply qualitative data to supplement the quantitative data collection from the educational sites. Perception data, in this case, is a vital component of an effective project.

Data -Driven Quantitative indicators of program activities are outlined in the prior narrative section. Recognizing that data concretely demonstrates accountability and progress toward goals we will have a well-defined focus on both student level and parent level data. Our Project Director and the Graduate Student Cohort are thoroughly trained in collection, disaggregation and evaluation of student data. The domains we utilize are: *Student-achievement data*-GPA, test-scores, graduation rates; *Achievement-related data*-course enrollment data, referral, attendance; and *Standards and competency related data*-percentage of students with 4-year plans, job shadowing, career plans. We assess at the formative and summative stages, using *Process, Perception and Results* data to evaluate program impact. We will collaborate with the Tribal Education Center on techniques for collecting data and assessing impact.

Formative assessment is critical to our outcomes. Disaggregating data early on illuminates problem areas, uncovers equity and access issues, and is integral to revising action plans so that we deliver services that ensure academic achievement for *every* student. Quantitative products of program activities are outlined in the prior narrative section. We will be able to track the number of participants, the number of students, materials distributed, and so forth; however we will also rely heavily on quantitative data as we run focus groups and listen to need and experiences as expressed by community members and students. We will implement a longitudinal data system so we may track our middle grades cohort over the course of the grant and beyond. California has many of the components necessary for such a system, (i.e. unique student identifier), however issues of data governance and interoperability have yet to be defined. We foresee

working through this paradigm with support from SDSU, West Ed and the San Diego County Office of Education.

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